DOCUMENT RESUME

ED 230 303 PS 013 589

AUTHOR	Coutu, Linda A.; And Others
TITLE	Food for Thought: A Cooking Approach to Reading.
INSTITUTION	Harrisville Public Schools, RI.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE	[80]
NOTE	21p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Cooking Instruction; *Elementary School Students; Grade 3; Guidelines; *Integrated Activities; *Learning Activities; Primary Education; Reading Instruction
IDENTIFIERS	*Following Directions; *Recipes (Food)

ABSTRACT

Because third-grade students had difficulty following directions and completing sequencing activities, the Pascoag Grammar School (Rhode Island) developed an instructional program of cooking and cooking-related activities for implementation during the school year. This publication, which documents the instructional strategy, consists mainly of 15 recipes developed in the cooking activity program. Guidelines are provided for implementing the activities. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230303

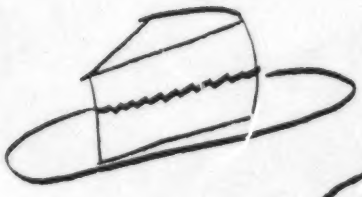
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

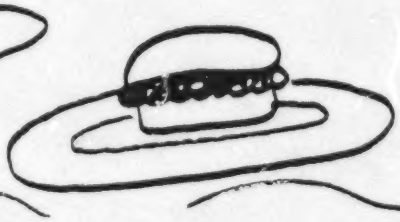
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy

FOOD FOR THOUGHT

A COOKING APPROACH TO READING





Written by.....Pascoag Grammar School Teachers:
Linda A. Coutu and John M. Karmozyn
With the assistance of William Oehlkers, Rhode Island College

Illustrations ..... John M. Karmozyn

Typist ..... Nancy A. Egan

Arthur B. Corvese, Principal
Pascoag Grammar School
Sayles Avenue
Pascoag, Rhode Island 02859

Dr. Thomas M. Cimino, Superintendent of Schools
95 East Avenue
Harrisville, Rhode Island 02830

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Irene P. Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This publication is supported by a grant from Right to Read, U.S.O.E. as part of the BRONCOS Reading Improvement Program.

PS013589

FOOD FOR THOUGHT

Appetizer

Introduction 1

Side Dish

What to Expect. 3

Main Course

How to do it--Recipes Included 4

Coffee

After the Program 15

Dessert

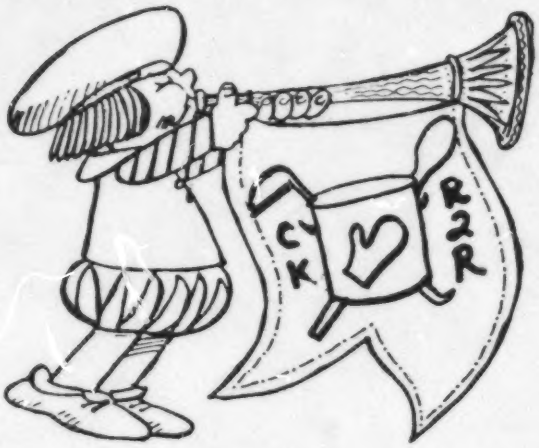
A Special Treat--May Breakfast 16

After Dinner Mint

Food Store 17

Appendix 18

Recipe Sources and Film 18



— APPETIZER —

Eating "Friendly Dog Salad" may not appeal to all tastes, but to sixty third graders it was the beginning of an exciting project which integrated reading, mathematics, cooking, and learning. "Friendly Dog Salad" was the first in a series of recipes which developed into a cooking program spanning two years; it involved one hundred twenty children, two teachers, and many parents and friends.

If you can picture a shopping cart overflowing with fifteen dozen eggs, gallons of milk, ten loaves of bread, pounds of butter, boxes of muffin mix, and twelve large cans of frozen orange juice, smiling kids, and unbelieving cashiers, you are beginning to get an idea of what our whole program was about--a motivating, stimulating method of improving skills.

Food for Thought was developed and carried out in a small rural town, Burrillville, in northwest Rhode Island. Approximately sixty third graders in Pascoag Grammar School participated each year of the program. The school houses approximately four hundred fifty students in grades K, three, four, and special education.

We began this project because we were concerned about two emerging needs of our third grade students. They had difficulty following directions and completing sequencing activities. Furthermore, both these skills seemed unrelated to the student's out of school activities.

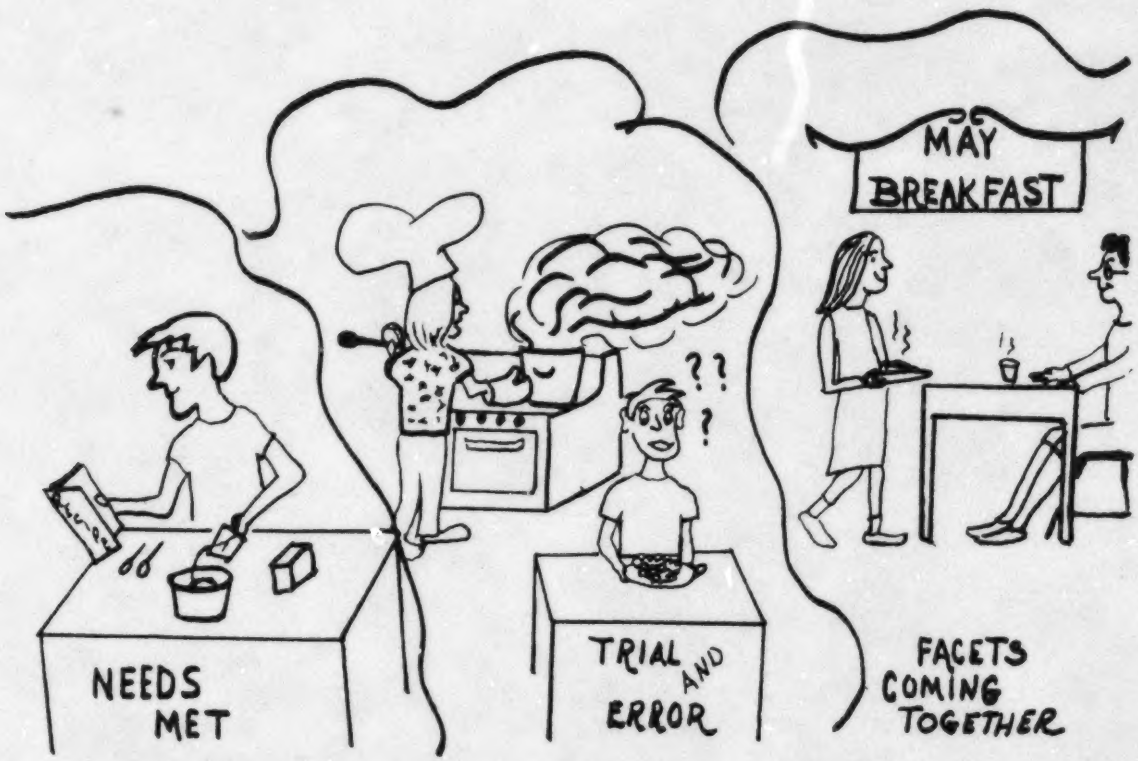
In addition, we wanted to decrease the students' dependence on their teachers and develop cooperative, yet independent learning skills. Skills such as these need to be fostered in a stimulating situation, one with high motivational appeal.

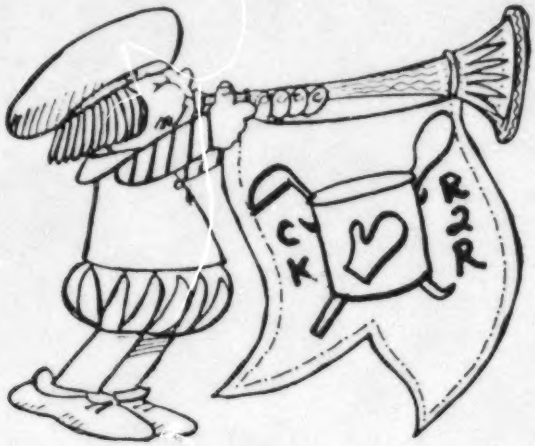
The combination of these needs led to this project:

FOOD FOR THOUGHT: A Cooking Approach To Reading

Cooking seemed to meet all the needs we had identified: sequencing, following directions, cooperative work, and independent activities. It also provided an opportunity to help students transfer learning skills to real-life situations. To add to the appeal, both teachers and students shared an interest in cooking activities. This proved to be a very important ingredient.

The program began very informally and was devised to suit our specific needs. We did not have expensive equipment and experience. Therefore, the ideas and program that follow can be adapted to many situations. Trial and error played a great part in the program, but as we worked with the children, all the separate facets of the program began to come together.





- SIDE DISH -

Our first lesson consisted of a recipe called "Friendly Dog Salad". (The recipe is on page 6.) The teachers prepared the ingredients in advance and set them up in assembly-line fashion. The students were given an initial briefing which included reading and explaining the recipe. Each student began at one end of a long table and passed by the ingredients selecting the ones that they needed; then they prepared their salads.

The results were overwhelming. Although not all salads turned out exactly as expected, the enthusiasm was amazing. Our program had begun!

At the outset, it was necessary to make clear the rules of our "cooking school."

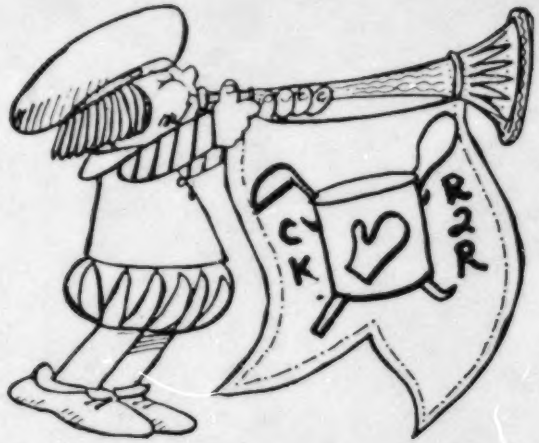
All the students were told that we would be doing a series of cooking activities during the year and that everyone would participate. We also explained that these activities would help them put all their "school skills" to work in a practical way. This point was stressed throughout the program.

Each student was expected to taste every recipe unless allergic to certain ingredients. Students were also instructed not to waste any food.

From the outset "cleaning up" was built into the program. The children were expected to clean up their work space, the dishes, and other materials they used.

Throughout the year, we learned various "tricks of the trade" that helped eliminate any problems that did arise. The best solution for discipline problems was busy hands. To prevent difficulties before they occured, each child was kept as busy as possible. We found the easiest way to do this was to divide the class into groups with a captain appointed by the teachers. Each group prepared its own recipe with intermittent supervision from the teachers. The keys to success were selecting responsible captains and limiting the group to six or eight members. Only the captain was to come to the teacher requesting help. This eliminated unwarranted movement and decreased accidents.

You may find one group requires more help than another, but avoid taking over the students' responsibilities. This is the students' program. The teacher is there as a supervisor, not a cook.



— MAIN COURSE —

A cooking program can begin in many ways. Ours involved several different activities--banking, shopping, eating, and cleaning up.

FUNDING:

A major concern when beginning such a program is often funding. Funding is available in many forms, some of which may apply in your situation. Our funding came from a Right to Read grant. Other possibilities, however, might include the regular school budget, extra curricular funds, or PTA funds. We suggest you ask your principal or PTA president for help.

BANKING:

Banking (handling money) can be either formal or informal. During the first year of our program we were reimbursed for food costs after each shopping trip. In the second year, however, we were alloted a specific budget and set up a bank account. Depositing, withdrawing, and keeping a running balance became part of our program. Do not set up a larger program than you can comfortably handle. Either teachers or students can handle the finances.

SHOPPING:

Shopping was another major concern. We were interested in getting as many children involved as possible, but taking sixty children into a supermarket was overwhelming for both the teachers and store clerks. We compromised by taking a different group of children, about four or five at a time, for each recipe.

Shopping with children can be a rewarding experience if properly planned. Most important is a shopping list, one which the children have helped to prepare. This can easily be accomplished as a whole class activity if the children are familiar with the recipe they are preparing. A word of caution: cooking

with sixty third graders is not like cooking an evening meal for a family of four. The amount of food needed varies according to age groups and the "deliciousity" of the recipe. If in doubt, contact a local restaurant owner or caterer for help in estimating quantities.

Once inside the market, be sure each student knows his/her responsibility. One person pushes the cart, one handles the calculator (DO NOT OVERSPEND!!!), one holds the list, one handles the money, and one selects the items.

Let the children become involved with the "best buys", coupons, discounts, etc. It is a great practice for math skills and they love it!

Assign students specific jobs at the checkout counter. Some children can unload while another pays the bill. Clerks' reactions are often interesting. Let the children explain why they are buying nine pounds of spaghetti and eight loaves of Italian bread. The children can pay for the groceries, count the change (clerks are usually very patient about this), load the basket, and wheel the cart to the car. You may even find someone willing to show the children how to bag the groceries properly.

Cooking, however, is not the next step. Efficient preparation will insure a successful program. Think through the entire situation before you begin.

Cooking does not have to take place in an exquisitely furnished home economics room. It can work just as well in an old cafeteria or a classroom. Our program began with a two burner hot plate, an electric frying pan, and a toaster oven, all of which were brought from home. We accidentally acquired a used electric stove which someone was ready to discard. Talking about the program to outsiders often brings willing donations of equipment.

Once you have gathered your equipment, set it up in a strategic location. We used the school cafeteria when it was free of other activities. The area was large enough for all of us, and we were able to borrow bowls and spoons. Since school lunches are cooked elsewhere and transported to our school, the cafeteria had no other cooking equipment on hand.

Set up "stations" in different areas around the room. Be sure all the needed materials (spoons, mixing bowls, ingredients, etc.) are available at each station together with at least one copy of the day's recipe.

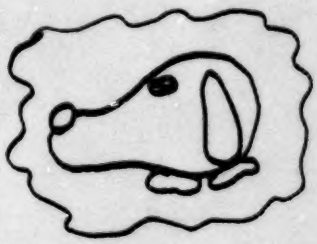
NOW THE ACTUAL COOKING BEGINS

Five-Step Plan

1. PURCHASING: listing and buying ingredients
2. READYING: getting out all utensils, equipment, etc.
3. PREPARING: the actual cooking
4. SERVING and EATING
5. CLEANING UP: doing dishes, putting things away

Following are recipes we used in our two-year program.

FRIENDLY DOG SALAD



Ingredients:
- 1 lettuce leaf
- 1 canned pear half
- 1 canned prune
- 2 canned mandarin orange segments
- 1 maraschino cherry
- 1 raisin

Directions:

1. Wash 1 lettuce leaf and pat dry with paper towel. Place on salad plate.
2. Place 1 pear half cut side down on the lettuce leaf.
3. Cut the prune lengthwise in half with a knife and take out the pit. Place one of the prune halves at the large end of the pear halves for the ear.
4. Scoop out a tiny hole in the pear half for the eye with a teaspoon. Place one raisin in the hole.
5. Cut the maraschino cherry in half. Place one half at the top of the narrow end of the pear half for the nose.
6. Use the mandarin orange segments for the collar.

YELLOW-HAIRED GIRL SALAD

Ingredients:
1 ruffly lettuce leaf
1 canned peach half
1 piece maraschino cherry
4 strips celery
1 large marshmallow
10 raisins
shredded yellow cheese

Directions:

1. Place the peach half cut side down in the salad plate. Place the marshmallow at one end for the head.
2. Place the celery strips at the sides and bottom of the peach half for arms and legs. Place one raisin at the end of each strip for hands and feet. Use raisins for eyes, nose, and buttons, too.
3. Place some shredded cheese around the marshmallow for hair. Use the maraschino cherry for the mouth.
4. Now all your salad girl needs is a skirt, so tear a ruffly edge off the lettuce leaf and dress her with it.

BUGS ON A LOG

Ingredients: Celery
Raisins
Peanut butter

Directions:

1. Cut celery into 4 inch strips.
2. Fill with plain or crunchy peanut butter.
3. Press in raisins here and there.

FROSTED CRANBERRY CUPCAKES

Ingredients: 1 cup sour cream
½ cup powdered sugar
1 16 ounce can whole cranberry sauce
1 8 ounce can crushed pineapple, undrained

Directions:

1. Combine sour cream with powdered sugar.
2. Stir in cranberry sauce and pineapple with liquid.
3. Pour into cupcake liners. Freeze. Remove from freezer ten minutes before serving.

KNOX BLOX

Ingredients: 4 envelopes unflavored gelatin
3 packages (3 oz. each) flavored gelatin
4 cups boiling water

Directions:

1. In a large bowl, combine unflavored and flavored gelatin.
2. Add boiling water and stir until gelatin dissolves.
3. Pour into 13 x 9 pan. Chill until firm. Cut into squares to serve.

QUICK-ENERGY PICKUPS

Ingredients:
- 3 or 4 square graham crackers
- 1 cup powdered sugar
- 1 cup crunchy peanut butter
- 1 cup semisweet chocolate chips
- ½ cup instant nonfat dry milk
- 3 tablespoons water

Directions:

1. Crush 3 or 4 graham crackers with your fingers onto a sheet of wax paper.
2. Mix remaining ingredients thoroughly in bowl.
3. Shape teaspoonfuls of the mixture into 1" balls.
4. Roll the balls in the graham cracker crumbs until coated.
5. Arrange the coated balls on ungreased cookie sheet and refrigerate about 20 minutes until firm.

CHEX PARTY MIX

Ingredients:
- 6 tablespoons butter or margarine
- 4 teaspoons Worcestershire sauce
- 1 teaspoon seasoned salt
- 2 cups each of Corn Chex, Wheat Chex, Rice Chex
- 3/4 cup salted nuts

Directions:

1. Heat oven to 250 degrees.
2. Melt butter in shallow pan over low heat. Stir in Worcestershire sauce and seasoned salt.
3. Add Chex and nuts. Mix over low heat until all pieces are coated.
4. Heat in oven 45 minutes. Stir every 15 minutes.
5. Spread out on absorbent paper to cool.

MEXICALI SOUP

Ingredients:
1 beef soup bone
1 pound soup beef, cut into cubes
½ teaspoon peppercorns
1 bay leaf
1 tablespoon salt
1 medium onion, sliced
1 large carrot, diced
1 cup green beans
1 cup corn
1 cup diced potatoes
1 green pepper, diced
½ clove garlic, cut fine
2 1/3 cups of tomatoes
Salt and pepper

Directions:

1. Put soup bone, beef, peppercorns, bay leaf, water, and salt into a large pot. Bring to a boil, then simmer for 1 hour.
2. Next, add vegetables and bring to a boil again. Simmer one more hour.
3. Then, take the meat off the bone and put it in the soup.
4. Season with salt and pepper to taste.

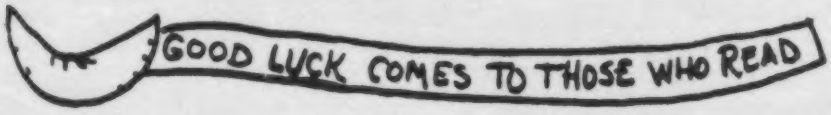
(Makes 2½ quarts of soup)

FRIED FORTUNE COOKIES

Ingredients:
- 1 egg
- 1/3 cup sugar
- 1/3 cup all purpose flour
- 3 tablespoons salad oil
- 2 tablespoons water
- ½ teaspoon vanilla
- ¼ teaspoon cinnamon

Directions:

1. Cut paper into strips about 3" long and ½" wide. Write a different fortune on each one.
2. Heat griddle over medium heat (350° on electric skillet). Grease the hot griddle with shortening.
3. Beat 1 egg in bowl with fork until foamy. Beat in 1/3 cup sugar until light and fluffy. Stir in 1/3 cup flour, 3 tablespoons oil, 2 tablespoons water, ½ teaspoon vanilla, and ¼ teaspoon cinnamon and mix until smooth.
4. Drop the batter by tablespoonfuls onto the greased hot griddle. Spread into circles using the back of the spoon. (Cookies must be very thin).
5. Cook until light brown, about 3 minutes. Turn with pancake turner and cook about 3 minutes on the other side.
6. Lift the cookies, one at a time, onto the plate. Place a paper fortune in the center of each, then fold the cookie in half. Holding the edges, draw the cookie gently down over the edge of a muffin pan to crease in half. Fit the cookie into a muffin pan to hold its shape until cool.



SPAGHETTI AND MEATBALL DINNER

After preparing several recipes, we decided to try an entire dinner which the children would prepare and serve themselves. We divided into groups and used an entire morning to prepare the meal. The menu consisted of salad, spaghetti, sauce, meatballs, garlic bread, and peanut blossoms for dessert.

TOSSED SALAD

Ingredients: Lettuce, cucumbers, carrots, peppers, tomatoes

Directions:

1. Wash all vegetables carefully.
2. Core lettuce. Slice and break into sections.
3. Cut off ends of cucumbers. Peel. Slice thinly and quarter.
4. Core peppers. Take out seeds. Wash insides. Cut into strips.
5. Cut off ends of carrots. Peel. Slice into thin slices.
6. Cut tomatoes into bite size pieces.
7. Toss all ingredients in bowl.
8. Add oil, vinegar, salt, and pepper just before serving.

SPAGHETTI

Directions:

1. Heat water to boiling.
2. Add a drop or two of oil to prevent sticking.
3. Place spaghetti in pan, little by little.
4. Bring to a boil again. Cook until ready.

MEATBALLS (AND SAUCE)

Ingredients: Hamburger
Bread
Eggs (1 per pound of hamburger)
Canned sauce

Directions:

1. Crumble bread into bowl.
2. Add hamburger and eggs and mix thoroughly. Season with salt and pepper.
3. Shape into balls.
4. Fry in small amount of oil until brown.
5. Add sauce and simmer.

GARLIC BREAD

Ingredients: Italian bread
Garlic
Softened butter

Directions:

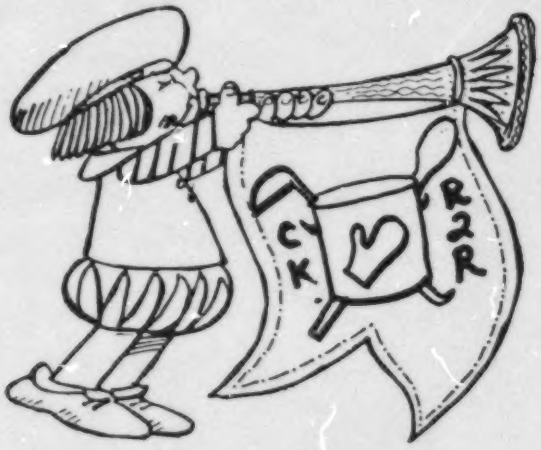
1. Place softened butter in bowl.
2. Chop up garlic into fine pieces and add to butter. Mix well.
3. Slice bread, but leave as whole loaf.
4. Spread mixture on each slice of bread.
5. Wrap in aluminum foil and put in oven at 250 degrees to warm.

PEANUT BLOSSOMS

Ingredients:
- 1½ cups flour
- 1 teaspoon baking soda
- ½ teaspoon salt
- ½ cup shortening
- 3/4 cup peanut butter
- 1/3 cup sugar
- 1/3 cup brown sugar
- 1 egg
- 2 tablespoons milk
- 1 teaspoon vanilla
- Hershey's kisses
- granulated sugar (for rolling)

Directions:

1. Heat oven to 375 degrees.
2. Combine flour, baking soda, and salt in a bowl; set aside.
3. Cream shortening and peanut butter in a bowl; gradually add sugar and brown sugar. Beat until fluffy. Add egg, milk, and vanilla; blend well.
4. Add dry ingredients to the mixture little by little, blending well.
5. Shape dough into 1" balls. Roll in sugar and place on ungreased cookie sheet.
6. Bake for 10-12 minutes. Remove from oven and immediately press a Hershey's kiss into the center of each cookie.

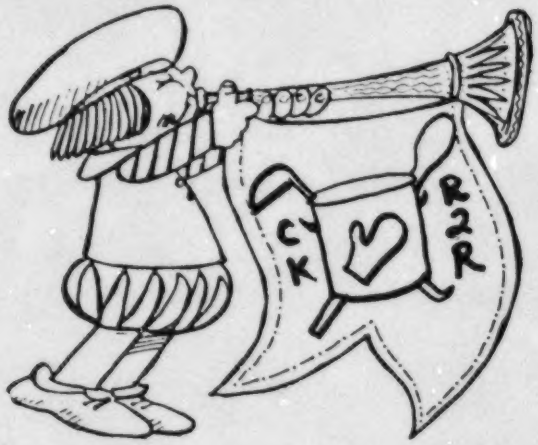


— COFFEE —

Parents and teachers are often concerned that children apply skills learned in school to the home setting. This program has helped do that.

An interest in shopping and cooking at home are only two of the ways that children take their experiences home. In addition, children often become interested in discounts, coupons, and nutrition as a result of this project.

Simultaneoulsy, they are practicing reading and math skills they have learned.



— DESSERT —

In order to make parents aware of the work the children had accomplished over the year, a May breakfast was held. This gave the students the opporunity to plan, prepare, and serve a breakfast to their parents and guests.

The menu consisted of orange juice, scrambled eggs, toast, cereal and fruit, doughnuts, muffins and coffee.

Each child invited one guest. Menus were brought home, filled out, returned, and tallied.

Planning began for our shopping trip. Quantities for the meal were tremendous. The shopping trip took place one afternoon at a local supermarket. Eggs, bread, butter, milk, cereal, etc. filled the carts.

Children were given jobs of decorating, seating, preparing, serving, and cleaning-up. Toasters and electric frying pans were recruited from neighbors.

The afternoon before the breakfast, groups of children decorated the cafeteria tables using sheets as tablecloths and setting out non-perishable foods at their stations. Packages of bowls, plates and cups were opened and plastic silverware was set out.

Frozen orange juice was prepared in a large coffee urn, then placed in the milk cooler for refrigeration overnight.

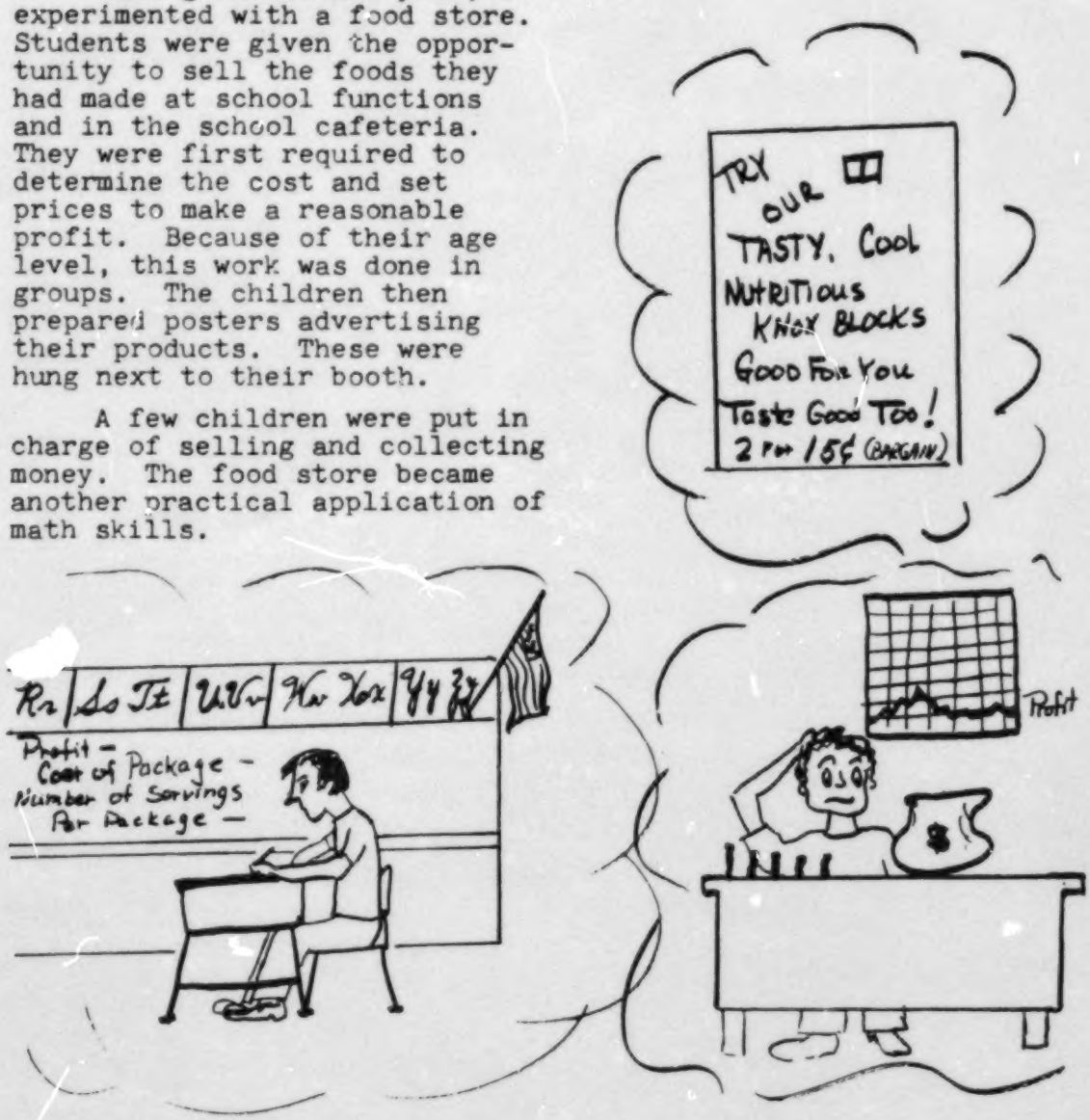
The next morning work began as soon as the children arrived. With three adult supervisors (two teachers and an aide), children began scrambling eggs, making toast, filling cereal bowls and juice cups. At nine a.m. the parents began to arrive. The children met them at the door, seated them, began taking orders, and started serving. Within an hour and a half, over eighty parents and guests had been served--as well as the sixty children.

Guests were impressed with the children's work and abilities. Comments were complimentary, and the children loved it, right down to the cleaning up and dishes!

— AFTER DINNER MINT —

During our second year, we experimented with a food store. Students were given the opportunity to sell the foods they had made at school functions and in the school cafeteria. They were first required to determine the cost and set prices to make a reasonable profit. Because of their age level, this work was done in groups. The children then prepared posters advertising their products. These were hung next to their booth.

A few children were put in charge of selling and collecting money. The food store became another practical application of math skills.



APPENDIX

Material and equipment*

Hot plate or stove	Pot holders
Electric frying pan	Coffee urn
Toaster oven	Trays
Mixing bowls (assorted sizes)	Paper plates and bowls
Pans (assorted sizes)	Plastic forks and spoons
Wooden spoons	Measuring cups
Knives	Measuring spoons
Muffin tins	

* Equipment and materials will vary with each recipe. Be sure to read each recipe carefully to be sure all materials are available.

RECIPE SOURCES

Betty Crocker's Cookbook for Boys and Girls

Western Publishing Co., Inc., Racine, Wisconsin

This has an excellent introduction to cooking and contains, in addition to recipes, a cook's checklist, safety instructions, and many cooking terms.

Betty Crocker Recipe Cards

General Mills, Inc., Minneapolis, Minnesota

Recipes Children Can Make

Knox Gelatin, Inc., Englewood Cliffs, New Jersey

FILMS

More Than a Breakfast Cereal and The Great Kraft Food Show

Modern Talking Picture Service, Boston, Massachusetts